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A Survey of the Attitudes, Values, and Usage of Videotape Recording Equipment in Ten Counties of Central Illinois

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A SURVEY OF THE ATTITUDES, VALUES, AND USAGE OF

VIDEOTAPE RECORDING EQUIPMENT

IN TEN COUNTIES OF CENTRAL ILLINOIS

(TITLE)

BY

ELSIE LEIPHOLZ

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

M.S. in EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1969

YEAR

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CHAPTER I

INTRODUCTION

Introduction to the Study

The population explosion has caused many educational problems. One of the foremost perplexing problems has been that communities have not been able to keep pace with their enrollments except through enlarged classes or by creating over-crowded conditions. Many cities could not build new schools nor enlarge existing facilities fast enough; therefore, school boards had to investigate other possibilities in meeting the needs of the expanding population. Educational television was one of those areas of investigation.

Commercial television has greatly influenced educational and instructional television. As a result, it has increased during the last decade. One of the first uses of videotape, were the lectures of Professor Harvey E. White, of the University of California. These lectures on Atomic Age Physics, were shown by the National Broadcasting Company on "Continental Classroom," throughout the United States. Another large scale use of videotape was the Midwest Counsel of Airborne Television Instruction of Lafayette, Indiana.

Many communities in the United States have launched educational television programs in the public schools. In 1956, Washington County, Maryland, pioneered in the first closed-circuit television classes. Through the help of the Electronics Industries Association and the Fund for the Advancement of Education, the schools in the area were connected by a coaxial cable on which six lessons could be transmitted at one time. Over twenty-five lessons a day or one hundred twenty-five lessons a week were broadcast. The various departments beginning with the coordinator, instructional supervisor, art department, and the engineering department were each in charge of one segment of operation. For instance, the engineering staff had full charge of the equipment, repair of the television sets in the school system, and the supervision of a library of two hundred one-hour tapes of recorded material.

Television was used for only part of the day, and programs were presented by trained personnel in the teaching field. The television teacher with the coordinator and the instructional staff planned the lesson, and the classroom teacher clarified any points and discussed the lesson further at the end of the presentation.¹⁶

Since 1956, from television's limited subject matter of mathematics, science, art, and music at the elementary

level, it expanded to conversational French, biology and plane geometry.

In 1958-59, the Greater Washington Educational Television Association (GWETA) broadcast daily programs for seventeen different school systems. These programs were for children aged eleven to twelve. There were two lessons per week with each repeated the following day.¹

The Midwest Program on Airborne Television Instruction (MPATI) in September, 1961, broadcast programs over a two-hundred mile radius in six states: Indiana, Illinois, Kentucky, Michigan, Ohio, and Wisconsin. The videotaped courses were beamed from a plane flying at twenty-three thousand feet for six hours a day and four days a week. Some of the courses were language arts, science, phonics, creative dramatics for the elementary grades, French, Spanish for the junior high, world history, American literature, current events, and advanced mathematics for the high school students.¹⁵

Alabama had the first state-wide educational television network with two-hundred schools receiving televised lessons. Sixteen Southern states under the Southern Regional Educational Board (SREB) have developed the use of a microwave link. In Florida a microwave link was constructed to join five educational stations. In New England, the Mid-

west, and the Far West a movement was underway to combine television facilities so that the entire country would be linked for televised classes.⁶

The National Education Television and Radio Center (NETRC), by special arrangement with educational stations, transmits seven and one-half hours of programs on kinescope. Stations in other cities, financially assisted by NETRC, plan a series of televised lessons on science or mathematics. These in turn can be used from coast to coast.¹

Television is not a panacea for schools, it is only another tool to be used with forethought and discretion. Commercial television has made such an impact on children today that schools should take advantage of this medium. Benjamin C. Willis, former General Superintendent of the Chicago Public Schools, states:

"It is only fitting that education, which creates technological advances which makes it possible for our engineers, scientists, and scholars, to invent and create new media-- should take advantage of some of its products and attempt to use these new advances in the instructional process."⁵

It appears that children today are more mature upon beginning school than those of ten or fifteen years ago. As there are more children to educate, it is a problem to find more qualified teachers. Henry Cassierer of UNESCO says that

in the educational process, the printed word is no longer sufficient to teach; but the word with the picture is needed.¹⁶

The television teacher and the classroom teacher work as a team and are responsible for the climate of learning; however, the teacher in the room is ultimately responsible. The studio teacher has spent several hours on research and preparation of the lesson; thus, the classroom teacher needs both to prepare the students for the television class and to follow up the lesson.¹⁶

The use of videotape for classroom instruction has many advantages. It allows for a more flexible schedule than live television programs that are transmitted at a particular time. It can also be repeated as often as desired. But, perhaps, the most important advantage is the fact that celebrities, such as Maurice Evans, Leonard Bernstein and the late Robert Frost or a master teacher could be presented quite economically. For example, if the aforementioned tapes were used year after year and more and more schools were added, the prorated costs decrease, accordingly. Furthermore, additional copies for various purposes could be made for the price of the tape.¹⁵

Some of the results of televised lessons and videotapes have been reported as follows: students have been

more attentive and motivated; slow learners learn easily since the audio-oral-visual presentation did not depend on reading or writing skills; achievement was higher according to tests; it provided enrichment in music, art, and the dance; large classes could be accommodated and the smaller classroom freed for other subjects; it upgraded subject matter, such as the science area on the elementary and secondary level; it provided an exceptional teacher; and the lessons could be stored, revised, and updated as information changes.^{16. 17}

For the classroom teacher, televised lessons and videotapes have helped in the following ways: it provided the teacher more time for individualized instruction; it provided her an opportunity for observation of the studio teachers' techniques; it provided her an opportunity for participation in an in-service program; and it provided the teacher more time for preparation.

These paragraphs have briefly indicated the interest of schools in instructional television and some of the advantages. The foregoing, in part, prompted the writer to make this study of the use of television and videotapes in Central Illinois.

Purposes of the Study

The purposes of this study were (1) to survey the use of television in the ten county area of Central Illinois, and (2) to determine the attitude of the teachers toward the value of videotape recording equipment and usage in the school districts in the area.

Scope of the Study

The study included those elementary, junior and senior high schools in the following counties: Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Fayette, Jasper, Koultrie, and Shelby, and the Adult Education Center in Mattoon.

Method of Study and Treatment of Data

The questionnaire was developed so as to determine the training of the teacher, preparation for the videotape lesson, effectiveness in regard to students, and the frequency of its use. The responses to the questions were indicated by a checklist or by underlining the correct item.

A personal letter (Appendix A), the questionnaire (Appendix B), and a self-stamped envelope was sent to the superintendents of the school districts in the ten-county area of Central Illinois. A total of sixty-five questionnaires

were sent. The initial mailing resulted in a return of seventy-five per cent of the questionnaires. A month later a follow-up letter and questionnaire (Appendix C), were sent to the sixteen administrators who had not returned the original questionnaire. The second mailing resulted in the return of three questionnaires. A second follow-up (Appendix D) questionnaire was sent a few weeks later. Five questionnaires were returned from this mailing. A total of fifty-seven questionnaires was received. Two superintendents sent notes stating they had mis-interpreted the initial letter.

Definition of Terms

Closed circuit

"Refers to a system for connecting TV receivers in a manner designed to limit reception only to the sets that are interconnected."¹³

Coaxial cable

A cable used in closed-circuit television for the purpose of distributing the video and audio signal.

EIDSU

The Eastern Illinois Development and Service Unit was set up August, 1966, under the Title III of the Elementary and Secondary Act. This act provides

additional services and demonstration centers for a ten county area as: Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Fayette, Jasper, Moultrie, and Shelby.

Microwave

The transmission of electrical signals through super high frequency directional transmitters.

In-Service training

Instruction either/or by lecture, demonstration to the personnel of a school district, to inform them of new policies, teaching procedures, new teaching methods, etc.

Videotape recorder

"A magnetic-tape-recording device capable of converting the entire television signal to a magnetic pattern on a special tape. This recording can be played back and reproduced for both the video and audio portions of a televised program."¹³

Videotape

A magnetic tape that is used in the videotape recorder on which the image and sound is recorded.

CHAPTER II

INTERPRETATION OF DATA

Size of School

The first part of the questionnaire completed by the administrators, stated the name of the school, city, number of students, grade, and subject.

Table 1 indicates the number of students in the school system. Ninety-one per cent of the districts indicated their enrollments.

TABLE 1

ENROLLMENT OF SCHOOLS

Under 250	250- 500	500- 750	750- 1,000	Over 1,000	Total	No Response
13	16	10	6	7	52	5

In regard to the number of schools according to enrollment, it is noted that in thirteen the enrollment is under two-hundred fifty students; sixteen districts, are between two-hundred fifty to five-hundred students; ten districts have five-hundred to seven-hundred-fifty; six

districts are in the seven-hundred fifty to one thousand category; and seven school districts have over one thousand enrolled.

Collectively, there are two groups: relatively small schools, as in the first two groups, and the relatively large in the remaining three groups.

Person or Persons Initiating the Use of Videotape
Recording Equipment

In fifteen school systems, the use of television equipment was initiated by the superintendent. In nine school systems the principal, supervisor, and the individual teacher introduced the medium. The use of videotape recording equipment in the nine remaining school districts was initiated by a combination of the superintendent and principal, principal and teacher, or superintendent and teacher.

The Purposes of the Use of the Videotape Recorder

Videotape equipment was used by twenty-two instructors in their teaching assignment. Thirty-two did not use it at all in their teaching.

Twelve per cent of the school districts own their equipment; whereas thirty-one per cent do not. They stated

that the equipment was owned by someone other than their school district or building. The lending agencies are the Eastern Illinois Development and Service Unit, the Office of the Superintendent of Public Instruction, Eastern Illinois University, and the Mattoon Education Extension Center. There was no response from fifty-six per cent of the districts.

Of the twelve per cent (7) of the school districts that own their equipment, one school district had an enrollment of over two thousand; one between seven-hundred fifty and one thousand students; three were in the two-hundred fifty to five hundred category and one under two-hundred students.

The fact that thirty-one per cent (18) procured their equipment from various agencies, shows there is a need for organizations as the Office of Superintendent of Public Instruction, Eastern Illinois University, and Eastern Illinois Development Service Unit. It is through them that television can be introduced into the classroom.

Videotapes were used as follows: thirteen school districts used it for in-service training; twelve used it for class feedback; eight used it for teacher evaluation; fifteen used it for student-teacher analysis; and one, in a pilot project with football games to show the team.

Participation in Workshops

Twenty teachers attended a workshop in the use of television and videotapes, whereas twenty-six did not. These workshops were held at the various schools by the Eastern Illinois Development and Service Unit. Some were in conjunction with the use of audio-visual materials.

Preparation for Television

The four instructors that gave a "behind the scenes description" of a production prepared the groundwork for the students. The fifteen that gave only a partial description met the needs of the students half-way; the four teachers who indicated no preparation did not seem too concerned or interested in this medium. Table 2 indicates the way students were prepared for television and videotaping.

TABLE 2

PREPARATION FOR THE VIDEOTAPE PRESENTATION

Behind the Scenes	Partial Preparation	No Preparation	Other	No Response
4	15	4	0	34

Before the videotaping took place, twelve teachers discussed the subject content with the students. This was not only an assurance of a better production but also an assurance that the group would be more at ease and willing to take part in the discussion. For reasons not stated, nine teachers did not discuss the lesson in advance. The one exception in the latter, a student-teacher was to be taped for analysis to be used by the critic teacher.

Attitudes and Opinions

The attitudes and opinions of the instructors on questions nine through fourteen were asked for as follows:

9. Did you look forward to using television in class?
10. Did you think the students paid closer attention when television was used?
11. Did you find television of value?
12. Did videotape lend itself to evaluation of classroom activities?
13. Should the videotape recorder be included in teaching?
14. Do you believe television helped in the learning process? How?

Thirty-five per cent of the teachers, as indicated in Table 3, looked forward to using television in class. Approximately four per cent did not look forward to using the medium. There was no response from sixty-one per cent. Of those teachers responding, ninety per cent anticipated the use of television and nine per cent did not.

TABLE 3
INSTRUCTORS ANTICIPATION TOWARD THE
USE OF VIDEOTAPING

Instructors Anticipating its use	Instructors Not anticipating its use	No Response
20 (35%)	2 (3.7%)	35 (61%)

In Table 4, thirty-five per cent of the teachers thought the students were more attentive; whereas, over five per cent did not share this opinion. There was no response from sixty-one per cent. Those teachers that responded, ninety per cent reported that the students were interested and thirteen per cent did not agree. Some of the instructors stated that this medium did not make that much difference as it was only another audio-visual aid. It was noted that the teachers of the affirmative opinion stated that the students anticipated a test on the program, and they were more attentive and interested. In the latter, the students had adjusted to the medium. The result was that this particular lesson was just another way to present the material.

TABLE 4

STUDENTS' ATTENTION SPAN DURING VIDEOTAPING

Students More Attentive	Students Less Attentive	No Response
20 (35%)	3 (5.2%)	35 (61%)

The value of television in a class situation has been questioned by some. However, over the years television has proved otherwise. In Table 5, over thirty-six per cent of the teachers were in the affirmative as to the value of videotaping; while, only two per cent were in the negative. There was no response from sixty-one per cent. Those teachers that responded, ninety-five per cent agreed to the value of videotaping; while, only four per cent disagreed.

TABLE 5
INSTRUCTORS VIEWS
OF THE VALUE OF VIDEOTAPING

Great Value	Little Value	No Response
21 (36.8%)	1 (1.7%)	35 (61%)

Table 6 shows that over thirty-six per cent of the teachers thought that videotape was an advantage to use for the evaluation of classroom activities. None of the teachers stated it was of no value. There was no response from sixty-three per cent. Of those teachers responding, ninety-five per cent reported that videotape was an advantage in the classroom. One instructor mentioned that in a class of kindergarten or first grade students, it was not always possible to watch every child. Oversights can readily be seen and notated upon re-playing the videotape.

TABLE 6

TEACHERS' EVALUATION
OF VIDEOTAPING CLASSROOM ACTIVITIES

Of Great Value	No Value	No Response
21 (36.8%)	---	36 (63%)

In Table 7, over thirty-six per cent of the teachers agreed that a videotape recorder should be included in teaching and approximately two per cent did not consider it necessary. There was no response from sixty-one per cent. Those teachers responding, ninety-five per cent reported that a videotape recorder should be included in teaching; while about four per cent did not agree. The videotape recorder is versatile, for many programs can be shown at a time more convenient for a particular class; whereas, a television program may be in the middle of a class or near the end when the summing up or reviewing of the lesson or project is taking place.

TABLE 7

INCLUSION OF THE VIDEOTAPE
RECORDER IN TEACHING

Included in teaching	Not included in teaching	No Response
21 (36.8%)	1 (1.7%)	35 (61%)

Table 8 shows that thirty-five per cent of the teachers believed that television helped in the learning process; whereas, about two per cent were of the opposite opinion. There was no response from sixty-three per cent of the teachers. Those responding, ninety-five per cent reported that television helped in the learning process; however, approximately five per cent disagreed.

TABLE 8
TELEVISION'S ROLE
IN THE LEARNING PROCESS

Helped in the Learning Process	Deterred the Learning Process	No Response
20 (35%)	1 (1.7%)	36 (63%)

Comments Made by the Teachers

The reasons for believing television helped in the learning situation are stated as follows: television reinforced teaching; children were more alert to the discussion in class; students were aware of themselves and evaluated their own learning; students were more inclined to take part in the discussion as a result of the picture, in combination with the spoken word, it is easier to comprehend; television has been found to be a good educational tool, and to show in detail the various steps in the dissecting of a frog.

Visuals

Visuals help to make the presentation a success. As television is another audio-visual device, it, too, makes use of visuals. Table 9 lists the various kinds of visuals which were used. Eight respondents used charts, three used globes, two used maps and nine used a chalkboard for a science demonstration. Other uses were money to teach each denomination; models, such as the earth, sun and moon for rotation; transparencies; flannelboard; fruit and dolls for a Spanish vocabulary lesson; frog for dissection; and books.

TABLE 9
KINDS OF VISUALS

Charts	Globes	Maps	Other	Total
8	14	3	9	34

Teachers' Statements Regarding the Uses of the Videotape Recorder

There are many ways of using a videotape recorder and this paper only serves to mention those that were stated by the teachers. They were to: tape laboratory experiments; facilitate several sections of laboratory experiments at one time; introduce a concept as in subject

matter; foster ideas as in the beginning of a new unit; teach diction as in a language; observe students and for student-teacher analysis; evaluate and improve in teaching techniques; demonstrate a specific procedure as a resource person or someone on the staff; record educational television programs for playback; be used as a teaching tool; and evaluate a lesson taught.

Concluding Comments by Teachers

The comments at the end of the questionnaire were a great help to the writer. One of the reasons stated most often for using videotape was for full teacher analysis. A tape is made of the student-teacher or teacher teaching a class. This tape is previewed by the student teacher and critic teacher or by the teacher or administrator that requested the tape to be made. In regard to the student-teacher, the tape may be used along with her daily grades for the final grade for student teaching. The tape when used by the teacher may be used for self-analysis and improvement.

In-service training was emphasized to utilize staff members with special ability, and to bring in a resource person. Some other reasons for using videotape were to eliminate the duplicating of a science experiment for several sections; to evaluate a class in relation to goal and objectives achieved; and taping a local production for evaluation.

In a small school district, based on the traditional system, innovations are not readily accepted. Nor can one make comparison to those units with insufficient funds for the equipment. For example, one school system had one videotape recorder for ninety-six teachers. Thus, some teachers did not have an opportunity to try it, and those that did were limited as to the length of time they could use it.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purposes of this paper were (1) to survey the use of television and videotape in the ten-county area in Central Illinois, and (2) to determine the attitude of the teachers toward the value of videotape recording equipment and usage in the school districts in the area.

The method used to obtain the above information was by means of a personal letter, a questionnaire, and a self-stamped addressed envelope. These were sent to each school administrator in the ten counties selected. The collected information was tabulated and reported in statements and tables.

That the response was adequate, may partially be due to the interest on the part of the teacher in the televised classes. They were provided by funds made available through the Title III program from the Federal Government. They supplemented daily programs in some school districts.

In general the study disclosed that a few school districts owned a limited amount of television equipment. Television is expensive. There are facilities in the area

that could be used for short periods of time; however, some districts did not have access to them at any time and thus were unable to complete the questionnaire.

In summarizing, six school districts had over seven-hundred fifty students and twenty-nine had less than that amount. As a whole, the majority of districts were small. Teachers in general, did not adequately understand the need for preparing their students for television instruction. It was also found that a high percentage anticipated the use of videotape. As a whole, the teachers were in favor of including the videotape recorder in the teaching-learning situation. A variety of visuals were used in the classrooms. Collectively, the attitude toward the use of television and videotape was favorable.

Conclusions

After completing the tabulation and making comparisons, the following conclusions have been made concerning the use of television in the ten-county area and toward the attitudes and values of videotape recording equipment and usage.

1. There is not much correlation between the size of the school and utilization of television. Both large and small schools made use of it.
2. The fact that administrators, for the most part initiated the use of television equipment, implies that too few teachers have an opportunity to visit demonstration centers.
3. Thirty-two teachers reported that they had not used videotape in their teaching assignments. This indicated a number of things; however, four reasons stand out more than others:
(1) they were working on an advanced degree
(2) taking other course work (3) could not afford it, and (4) lack of interest.
4. The fact that only eighteen teachers procured their television equipment from various agencies indicated that such services need to be expanded.
5. While the videotapes were used for a variety of reasons, there is still a need for a broader education in their use.
6. Ways and means must be found to involve teachers in workshops, and to provide more workshops.

Recommendations

On the basis of the findings of this study, the following recommendations were made:

1. The Office of the Superintendent of Public Instruction, Eastern Illinois University, and the Eastern Illinois Development and Service Unit should expand their services to the schools.
2. School districts should be shown how television equipment can be leased/or purchased on a co-operative basis.
3. Ways and means must be found to make videotape equipment available to schools and teachers. They should be given the opportunity to learn more about videotape and its use.
4. More workshops should be provided for administrators and teachers.
5. More in-service training programs should be provided for administrators and teachers.
6. Parents of the children, and the public in general should be informed as to the value of television in the schools. Without public support instructional television in the schools may be doomed to failure.

APPENDIX A

Eastern Illinois University,
Faculty for Professional Ed.,
Education Department,
Applied Arts Bldg.,
Charleston, Illinois, 61920,
November 27, 1968

I am conducting a study of video tape recording equipment and usage as part of the requirements for the Master's degree at Eastern Illinois University. The study is being conducted through the use of the enclosed questionnaire. Will you complete the questionnaire or have one of your teachers who have used the video tape recorder complete it and return it in the enclosed, stamped, self-addressed envelope?

Please complete and return the questionnaire at your earliest convenience. Thank you for helping with this study.

In the event more copies of the questionnaire are needed, please write accordingly.

Sincerely yours,

Elsie Leipholz

APPENDIX B

Teacher's Data

Name of school _____

City _____ Date _____

Number of students _____ Grade and/or Subject _____

Please indicate your answer by a (✓) or underline the correct answer:

1. Size of school

Under 250 250-500 500-750 750-1000 Over 1000

2. Who initiated the use of television equipment?

Superintendent _____

Supervisor _____

Principal _____

Requested by myself _____

Other _____

3. Have you used the video-tape recording in your teaching assignment Yes No

4. If yes, is the equipment owned by

Your building _____

Your district _____

Other _____

Who _____

5. What was the tape used for?

In-service _____

Teacher evaluation _____

Class feedback _____

Student-teacher analysis _____

Other _____

6. Have you attended a workshop in the use of television and video tapes? Yes No

7. How did you prepare the students for using television?

"Behind the scenes," description of a production _____

Partial preparation _____

No preparation _____

Other _____

8. Was the content of the lesson discussed with the students previous to the
taping Yes No

- | | | | |
|-----|--|-----|----|
| 9. | Did you look forward to using television in class? | Yes | No |
| 10. | Did you think the students paid closer attention when television was used? | Yes | No |
| 11. | Did you find television of value? | Yes | No |
| 12. | Did video-tape lend itself to evaluation of classroom activities | Yes | No |
| 13. | Should the video-tape recorder be included in teaching? | Yes | No |
| 14. | Do you believe television helped in the learning process? | Yes | No |

How? _____

15. What kind of visuals were used? Please check or state.

Charts _____ Globes _____ Maps _____ Other _____

16. How would you like to use the video tape recorder?

17. Comments:

APPENDIX C

Eastern Illinois University,
Faculty for Professional Ed.,
Education Department,
Applied Arts Bldg.,
January 8, 1969

I am writing to you regarding the questionnaire pertaining to the use of video tape recording equipment, sent to you at the end of November. Perhaps because of the holiday season, it was not convenient to complete the form.

In order to complete the study would you fill in the questionnaire and return it at your earliest convenience. In the event you have already done so, kindly disregard this reminder.

Sincerely yours,

Elsie Leipholz

APPENDIX D

Eastern Illinois University
Faculty for Professional Ed.,
Education Department
Applied Arts Bldg.,
Charleston, Illinois 61920
February 4, 1969

To date, I have not received the completed questionnaire regarding the use of video-tape recording equipment nor a reply to my letter of January 8, 1969.

As the winter quarter closes at the end of the month, and in order to complete the study, would you kindly complete the enclosed questionnaire and return it at your earliest convenience.

Sincerely yours,

Elsie Leipholtz

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